America's Artisans and Skills

"The object of the college is the intellectual and spiritual life. Its life and discipline are meant to be a process of preparation, not a process of information. By the intellectual and spiritual life I mean the life which enables the mind to comprehend and make proper use of the modern world and all its opportunities."

Woodrow Wilson

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BULLETIN OF FLORIDA PRESBYTERIAN COLLEGE

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This issue of the Bulletin of Florida Presbyterian College contains general information about the College. For more detailed information write to the Director of Admissions.

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This is

FLORIDA PRESBYTERIAN COLLEGE

. . . a new adventure in Education . . .

A Four-Year, Coeducational Liberal-Arts College

1961 - 1962

This is a presentation of Florida Presbyterian College in St. Petersburg, Florida.

Its charter states its purpose

"to impart to her students, against a background of Christian faith, a knowledge of men, the universe in which they live, the relationship between the two, and the relationship of both to the Creator and Redeemer."

Leadership for Life

This booklet presents the aims, ways, and means of Florida Presbyterian College. It spells out a program designed to express our philosophy and to achieve our aims.

Our basic task at this College is to prepare leaders for every aspect of life.

Of the two fundamentals to the fulfillment of this task, one is education of high academic quality. This means a curriculum offering our students opportunities to pursue their quest for truth in an orderly way. This means a curriculum in which we see knowledge as a unity, requiring nothing irrelevant to the basic quest and allowing freedom to explore the ways toward understanding, free from the shackles of prejudice, intolerance, or coercion. This means a faculty outstanding in character and scholarship, skilled in communication, and intensely devoted to each individual student in his quest.

This means a library, laboratories, lecture halls, study aids adequate to serve the needs of the academic community in its learning. Florida Presbyterian College offers all of these.

The other fundamental is a concern for character. Leaders need to know how to do the work to which they commit themselves. They must also have proper motivation. Love of God, concern for others, understanding, loyalty, honor, responsibility are active virtues without which we may be led to our own destruction. Its charter guides and challenges Florida Presbyterian College as a church college to prepare *good* leaders. Our faculty and staff, curriculum and campus life all point to man's highest and best.

I invite young people, their parents, counselors, and our friends to consider seriously the program illustrated herein and welcome any qualified student to life in our community.

William Howard Kadel
President

Aims

Florida Presbyterian College
St. Petersburg Florida • Founded 1958
INTERIM
Campus
Permanent campus
will be developed near
Boca Ciega Bay at...
34th St. at 54th Ave. S.

To Open Horizons

Liberal arts, so called because their study liberates men and fits them for a place in a free society, means opened horizons. The central concern of Florida Presbyterian College is to lead her students to deeper insight, comprehension, and understanding of men, of our universe, and of the relations between the two. Through superior students, experimentation, and Christian community, Florida Presbyterian College plants in her students a desire for knowledge and a love of wisdom and invites them to the satisfactions which the persistent pursuit of such ideals may afford.

Superior Students

To such an end, Florida Presbyterian College actively seeks superior students. Trusting that our leaders in days to come are the superior students of today, Florida Presbyterian College trains them to be *good* leaders and to seek and to assume leadership. Certain kinds of curriculum and methods of teaching are possible and appropriate only with superior students. Excellent opportunities now exist for college education for average and below-average students, but outstanding students have only limited opportunities. While Florida Presbyterian College spells out few rigid entrance requirements, it expects of her prospective students considerable attainment in academic subjects. In addition to scholarly achievement, students should display unusual breadth of interest and excellence of character conducive to the orderly transition from secondary school to college. Such young men and women must be eager to learn, to grow physically, intellectually, and spiritually. Above all, they must be ready to accept much of the responsibility for their own learning.

Living Research

Florida Presbyterian College exists to prove to the world that the minimum or average need not be the norm in education (or thinking) and to test the proposition that education can be both liberal and Christian. It adopts experimental attitudes in attempting to reach its goals through unique but carefully considered means. Some we have already adopted, like the four-year program of common courses designed to foster community; some we do not yet know but are willing to consider and try.

Thus we are engaged in *living research in higher education,* not merely in developing something we already have. The general direction of our research is to discover how students can most skilfully learn to make evaluations. Description and analysis are not sufficient, we believe, for moral education. They cannot be dispensed with: they are necessary in the search for truth. But the search for truth cannot stop with them. Truth requires judgment and choice based upon moral presuppositions. The formulation of standards of judgment as a conscious intellectual activity and the habitual judgment of such standards are an indispensable part of this kind of education. We do not presuume that Florida Presbyterian College is the first college to assume the necessity of a moral end of education, but we are experimental in trying to find out how best such an end can be realized.

A Christian Community

In still a third way we are probably more experimental than in any other: we are trying to find out what a Christian college is! Those who have studied the idea longest and hardest agree that people in general have no clear-cut idea of what a Christian college is or should be and that disagreement is to be expected. Still we are all united in believing that there should be a college in which the presuppositions are avowedly Christian and that we are going to try with all our hearts and souls and minds to find out what it is. Truth, freedom, and Christianity have inevitable connections whether in the search, the heritage, or the government of a Christian college. And we have a vision of *a Christian community* which is not monastic in separating dedicated persons from the world but which prepares dedicated people to go back into the world and witness through the exercise of their intellect. This witness, we pray, will prove to the world that a Christian education best fits people for life, liberty, and the pursuit of happiness for others.

President Eisenhower receives first charter-alumnus certificate from Dr. Kadel.

A private, coeducational, liberal-arts college, founded and maintained by the Presbyterian Churches—both U. S. and U. P. U. S. A. acting co-operatively—Florida Presbyterian College acknowledges as primary in the search for truth a knowledge of God and of ourselves as revealed in Jesus Christ. The College examines and nurtures beliefs and attitudes central to Christian interpretations of man and recognizes faith as a probing and vitalizing force. Dedicated to the inspiration of a strong sense of Christian obligation for involvement and leadership in local and global events, the College is equally dedicated to the proposition that its doors are open to qualified students of *all* faiths.

Motivation

Florida Presbyterian College thus has a deep concern for her students. She seeks to stimulate growth—the student's realization of individual potential—and encourages individual attainment. With the fundamental aim of the college community to make students aware of the seriousness of their vocation, students, throughout their undergraduate careers, exercise their powers of decision on the basis of informed and thoughtful judgment consciously pursued.

Learning Is Personal

Florida Presbyterian College stands for unified academic community in which each member's recognition and security depends on his freedom to pursue scholarship and to associate with others. Here *learning is personal* and widely varied because of the realization that knowledge comes from others of differing as well as similar backgrounds and pursuits. Thus we employ both conventional and unconventional methods in the search for truth to provide insights and skills which train and excite our students' intellects and emotions for creative and imaginative expression.

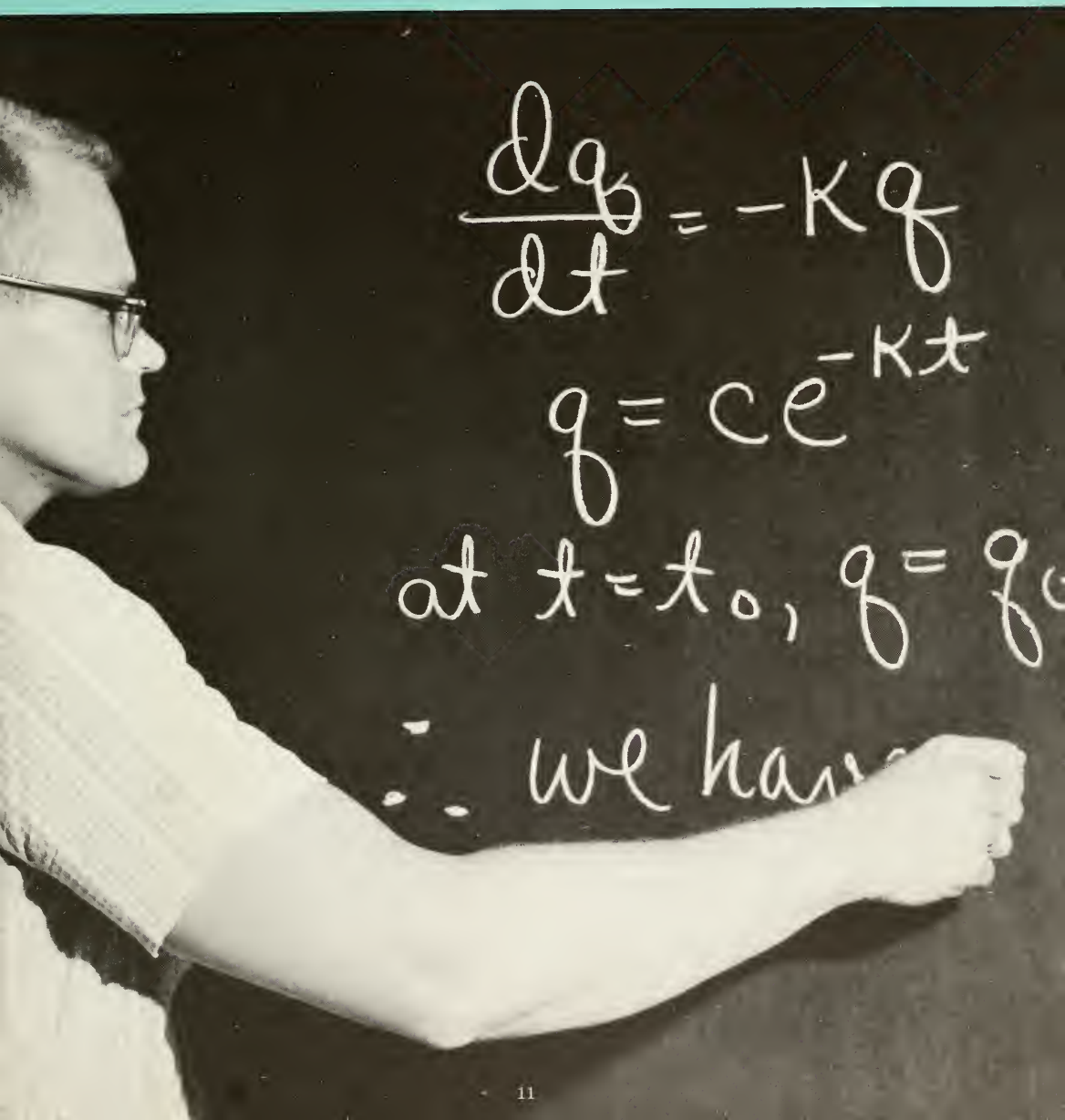
In guiding our students' development, we afford them innumerable opportunities to learn emotional independence, the necessity for individual questioning, and the exercise of their right and duty of personal judgment. Thus, Florida Presbyterian College cherishes freedom of thought. For her entire academic community—students, faculty, staff—she insists upon respect for human dignity and individual moral responsibility supported by the belief that humanity was created for one great co-operation. And

thus also the college confronts students with the conflicts of cultures, affording them an opportunity to intensify their own search for meaningful and applicable values in order to arrive at new and broader understandings of themselves and their studies in relation to culture, creation, and the ultimate.

Prospective students, regardless of major field of study and plans beyond the undergraduate years, will find in Florida Presbyterian College educational experiences basic to lasting satisfaction, personal integration, and social usefulness. The program of liberal arts, complete in itself, is eminently practical, regardless of a student's intended vocation or avocation. In addition, the college provides specific preprofessional training for the ministry, medicine, law, education, business, and graduate work in specialized fields.

In short, Florida Presbyterian College aims to provide life-long attitudes of always seeking deeper, fuller comprehension, of always seeking the whole view, of always following courses of action to extend capabilities and responsibilities for personal and corporate betterment.

Ways



A Fresh Start

Founded in the tradition of the great American liberal-arts schools, Florida Presbyterian College has been singularly blessed from its beginning. The founders, trustees, staff, and faculty have together pursued a policy of experimentation. This policy has been not to cast out what has proved successful in education of the highest quality but rather with a fresh start to develop and adopt new approaches, programs, facilities, and procedures. Already the curriculum and the permanent campus, planned by architects and educators working together, have captured widespread attention and enthusiasm among those concerned with meeting the vastly increasing demands for higher education in the United States for superior students.

To carry out a college program of the first order efficiently and at a minimum cost, students themselves undertake independent learning during their four years. The program generates independence of thinking and study to produce fuller understanding, to inspire personal initiative, and to develop welcome acceptance of responsibility. The entire program emphasizes independent study, under faculty guidance and review, and develops and maintains individual responsibility through specific means.

The Interrelatedness of Knowledge

To promote a community of learners and to demonstrate the interrelatedness of knowledge, Florida Presbyterian College asks every student to take at least one course which all students in his year are taking. In the first two years, it is the course called Western Civilization and Its Christian Heritage, an

interdisciplinary course taught co-operatively by professors from art, biology, history, literature, language, mathematics, music, philosophy, physics, psychology, religion, and sociology. In it students pursue with the group and on their own a critical understanding of the major attempts of man to interpret his purpose and to organize his experience through the analytic and historical study of works and institutions. In the third year, the common course centers around great works in the humanities, and in the fourth it is The Christian Faith and Great Issues.

Junior General Seminar

During his junior year, every student takes a seminar in a subject outside of his major field. In it he pursues special topics of investigation on his own and learns the questions, modes of investigation, and kinds of information relevant to a subject other than his specialty. Since the other members of the junior seminar are nonspecialists too, students learn from one another and work co-operatively on problems agreed to in advance.

Senior Seminar

During his senior year, every student takes a seminar in his major field. Upon recommendation of their major professor, seniors may elect to pursue an independent program of study and research in addition to or in lieu of the senior seminar. They present the results of their work in a thesis.

The Midwinter Semester

The Midwinter Semester is a special four-week period of independent study for all undergraduates. It comes between the fall semester, which begins early in September, and the spring semester, which begins early in February. With examinations for the fall semester over before the Christmas holidays, January is free for intensive study. Designed to develop the qualities of self-discipline in pursuits requiring the student to be the prime explorer, the Midwinter Semester asks him to work without the customary routine of classroom and lecture hall on a single problem growing out of his other studies and to present his findings in final form. With guidance he chooses and limits his subject, gathers material, organizes it, and presents it as a paper, a short story, a painting, a piece of laboratory apparatus. During his freshman and sophomore years, a student chooses a topic of investigation growing out of one of his fall-semester courses, usually the interdisciplinary course. In his junior year the independent research grows out of the junior seminar. During his senior year, a student devotes the Midwinter Semester to preparation for the comprehensive examination in his major field of study or to research for his senior thesis. During this special semester, each professor directs the activities of about fifteen students. A student selects a professor to work under; sometimes the group works co-operatively on topics or problems announced in advance, and sometimes they work separately. Throughout the four weeks, the professor is available for consultation and guidance. This intensive, independent study supplements the extensive work of the courses and thus affords unusual opportunity for the student each of his four years to engage in extended, creative work not normally afforded in traditional undergraduate curriculums. Through the Midwinter Semester at Forida Presbyterian College, the student not only works on his own to master a limited subject but may have the benefit of step-by-step evaluation of his work.

Independent Study

Proficiency rather than fulfillment of course requirements is the measure of accomplishment and admission to advanced studies. In many areas, students can work independently, preparing themselves for advanced standing, doing research, and writing papers, and receive recognition for their work without attending lectures or classes. Hence a student may accelerate his education during the regular school year and the summer months at home according to his capabilities and secure the full recognition for work done independently which course credit normally certifies.

No Middle-sized Classes

Florida Presbyterian College has no middle-sized classes. They are either large enough to encourage independent work and the exchange of ideas within the whole community or small enough to permit discussions in which learners (that is, both teacher and students) explore, debate, and form conclusions together. Both large and small groups place increasing responsibility on the student and give him two different kinds of experience in learning. The large general courses (like Western Civilization and its Christian Heritage) contribute to the idea of community by assembling all students of a given year for lectures, panels, demonstrations, movies, and concerts and by providing small groups where students test their personal reactions against those of their fellows in a free forum.

In the Language Laboratory

A primary objective of studying a modern foreign language is learning to speak and understand the spoken language. The language laboratory facilitates this aspect of learning through aural-oral practice that the conventional classroom does not provide. The thirty-five position laboratory at Florida Presbyterian College is of the newest design. It operates by remote control so that the student can work independently or as a member of a class. By merely dialing an appropriate number, the student can hear an instructional tape, record his own responses, and play it back for comparison and corrections. As many as a hundred different tapes are available to the student at any time.

In the Reading Laboratory

The breaking of old and disruptive reading habits and the establishment of new ones are usually necessary for effective study. Hence, developmental reading courses are an established part of the college's program. Any student has the opportunity to improve his reading through expert instruction and the use of a modern reading laboratory equipped with ratepacers, tachistoscopes, and projectors.

The William Luther Cobb Library

Because the liberal-arts college must be a reading college, the library is the center of the academic program. The William Luther Cobb Library of Florida Presbyterian College has for its initial goal 100,000 volumes. It now has 15,000 volumes and more than 250 periodicals shelved on open stacks. Libraries located in each dormitory permit easy access to many books. With all students committed to independent study and individual investigation, these arrangements permit each to pursue his subject in depth and in its relationship to other fields.

The library not only supplies materials for reference, required reading, and research papers but compiles bibliographies, prepares exhibits, and promotes interest in reading.

In the Science Laboratories

A student in the natural sciences has opportunity to undertake actual laboratory practice and research. Manual exercises and routine experiments (which are not experiments at all but repetitions) are minimized. Emphasis is rather on the student's acquiring the ability to distinguish theory and experimentation, exploring the appropriateness of methods, and evaluating design and techniques. The small laboratory becomes the place for group discussion and provides occasion for exchange of ideas and procedures among students.

In the Studios

The practice of art and of music flourishes in the studios of Florida Presbyterian College. Here students may receive professional guidance individually or in groups of various sizes, or they may pursue independently the mastery of techniques. In the art studio a student works in many media. In the music studio he may study voice or the instrument of his choice. Small vocal and instrumental ensembles read their abundant literature throughout the year, and larger, more formal musical organizations rehearse regularly and present concerts both on and off the campus. As a result of their studio work, students periodically offer exhibits of their paintings, prints, and sculptures and recitals to the College community and friends. In its emphasis upon the activities of the studios the College encourages its students' personal involvement with the materials of the creative and performing arts.

Degrees

Florida Presbyterian College awards the degrees of Bachelor of Arts and Bachelor of Science to all who successfully pass the comprehensive examinations in general courses and a major field.

Majors

A student must satisfactorily complete work in a major subject and will receive credit towards graduation for not more than twelve courses in the major field of concentration.

Majors are offered in:

Mathematics and the Natural Sciences

- Mathematics
- Biology
- Chemistry
- Physics

Humanities

- Art
- Literature
- Music
- Philosophy
- Religion
- Languages
  - French
  - German
  - Greek
  - Latin
  - Russian
  - Spanish

History and the Social Sciences

- History
- Psychology
- Political Science
- Sociology

Economics and Business Administration

Courses in Education leading to a teaching certificate at the secondary level are offered.

FRESHMAN	fall	*Western Civilization & its Christian Heritage*	*Language*	*Mathematics*	*Science*	*Physical Education*
		MIDWINTER SEMESTER: *Independent study and research*				
	spring	*Western Civilization & its Christian Heritage*	*Language*	*Mathematics*	*Science*	*Physical Education*
SOPHOMORE	fall	*Western Civilization & its Christian Heritage*	*Language*	*Social Science Elective*	*Elective*	*Elective*	*Physical Education*
		MIDWINTER SEMESTER: *Independent study and research*					
	spring	*Western Civilization & its Christian Heritage*	*Language*	*Social Science Elective*	*Elective*	*Elective*	*Physical Education*
JUNIOR	fall	*Junior General Seminar*	*World Literature*	*Elective*	*Major Program (two courses)*	
		MIDWINTER SEMESTER: *Independent study and research*				
	spring	*Junior General Seminar*	*World Literature*	*Elective*	*Major Program (two courses)*	
SENIOR	fall	*Christian Faith and Great Issues*	*Elective*	*Elective*	*Major Program (two courses)*	
		MIDWINTER SEMESTER: *Independent study and research*				
	spring	*Christian Faith and Great Issues*	*Elective*	*Elective*	*Major Program (two courses)*	

Graduation Requirements

Students must satisfactorily complete thirty-nine courses. They must also have satisfactorily completed certain required courses; speak, understand, read, and write a foreign language and be familiar with the culture of the country to which the language is native (with a competence normally achieved through three college years of study or its equivalent); and have performed satisfactorily on comprehensive examinations.

Grades and Their Meaning

The evaluation of academic progress at Florida Presbyterian College rests on a student's response to educational opportunity rather than on the fulfillment of an arbitrary set of course requirements. Our standards emphasize quality rather than quantity, and our rewards and awards are for outstanding and creative work. To emphasize the greater importance of intellectual achievement than of grades, Florida Presbyterian College uses grades only for advisory purposes and for the transfer of credit to other institutions. In advising students, we use the grades of H (honors), S (satisfactory), and U (unsatisfactory).

Means

Campus Life

Florida Presbyterian College provides a residential student life, most of its undergraduates living on campus. The young men and women in residence learn from their friends and associates, acquire understanding, leadership, and tolerance, and practice free, democratic choice of action. Our day students participate in all campus functions in every way possible. All students become involved in and identified with the academic community as a whole.

Honor System

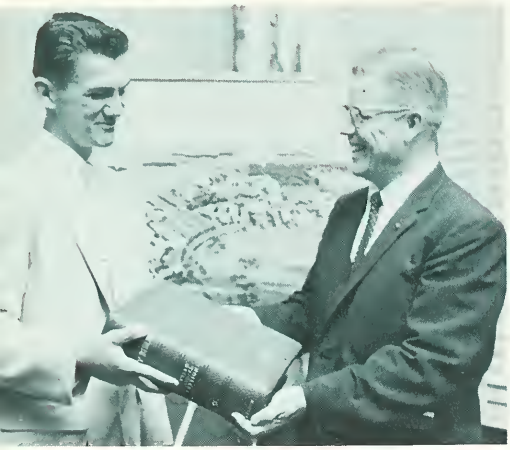
Student government is an important part of campus life at the College. Collective action by undergraduates in self-government is vital to the College program. Basic thereto is *the Honor System*, enforced by the students themselves. All student activity, academic and social, presupposes it. Predicated on Christian values, in its practice it contributes to the development of emerging, mature human beings. The College encourages a full, satisfying, and meaningful campus life involving all students, and they organize and conduct social functions, publications, intramural sports, organizations, and special events like concerts.

Counseling

Each student meets a faculty adviser during the summer Precollege Conference. The day before the opening of Fall Semester, the adviser prepares his students for the college program. He schedules periodic conferences during the year with each student and is available for additional meetings upon request. Faculty advisers form an integral part of the counseling program, and through his adviser every student has access to every special program and assistance likely to make college life meaningful and enjoyable.

The College compiles much information concerning students during the course of admission: strengths, weaknesses, interests, aptitudes, and the like. The Director of Counseling uses such information in choosing the most appropriate adviser for each student. He gives both the adviser and the resident counselor relevant information. Thus rather than being merely one of the herd, each student is a distinct person with his individual problems and potentialities.

Through the resident counselor, faculty adviser, or any faculty or staff member or through his own efforts, a student may seek and learn ways to get additional assistance for making the most of his college experience. A professional counseling service is available on a confidential basis to students with personal problems. And a vocational-guidance program assists students in academic and vocational planning.



Reading, Writing, and Study Habits

The Counseling Service and the English Staff provide special services in developing effective reading and writing and study habits. The Precollege Conferences usually uncover any special need. The College provides a full-time staff member responsible for these programs to help students in writing English.

Religious Life

The religious program of Florida Presbyterian College is ecumenical, organized as the Student Christian Association (SCA). Its mission is to focus the Christian faith in the academic community. To this end, the SCA constantly strives toward the following:

- a persistent, prayerful search for the meaning of the Christian faith;
- a conscious effort to discern God's purpose for each person especially as it relates to his vocation;
- a fellowship of the academic community joined in common worship and the search for truth;
- a continuous appraisal of the community to help keep the Christian faith central in our search for truth;
- a conscious concern for the life and mission of the Ecumenical Church and encouragement of responsible participation in its members.

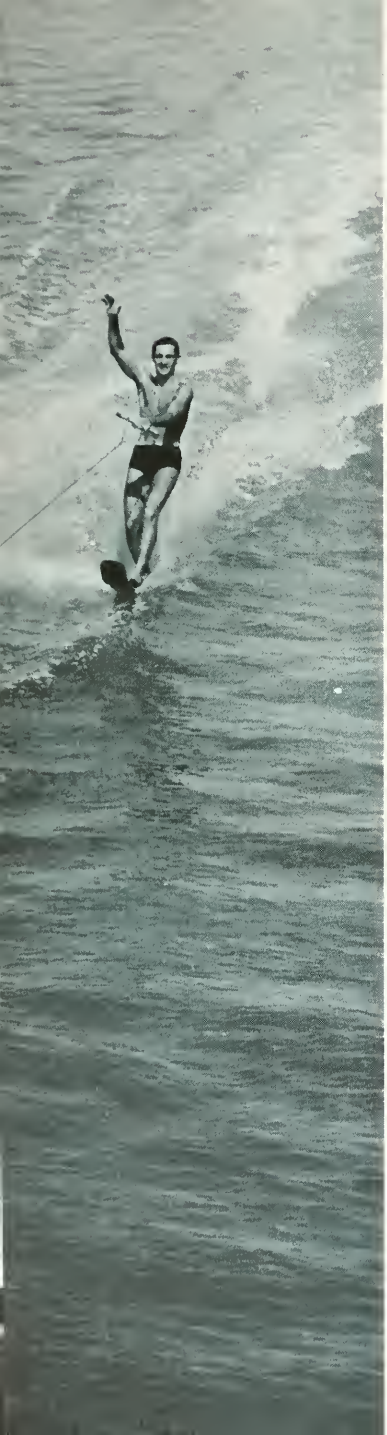
The basis for the program is worship. Being within the Protestant tradition, all aspects of our program are voluntary. The Chaplain and Choir conduct a worship service for the community on Thursdays. The worship committee of the SCA conducts evening prayers three times a week. Through designing and conducting worship, students have the opportunity of understanding better the meaning of worship. After Evening Prayer on Sunday, the SCA conducts its general program of the week. During the week, the SCA sponsors small study groups. Faculty members conduct general discussions in the dormitories. The SCA program deals with the teachings of the Church and encompasses campus, community, national, and international problems. Students also have an opportunity to take part in regional and national conferences and ecumenical work camps. The program of Florida Presbyterian College helps the student to an intelligent and responsible Christianity in all areas of life.

Medical Services

Students have medical attention and services throughout the academic year. A registered nurse is on hand and a physician available at all times on a consulting basis. Those cases that cannot be treated in the college's own well-equipped infirmary will be referred to either of two excellent hospitals in the city of St. Petersburg. One of these hospitals is only eight blocks from the interim campus. All students have adequate health and accident insurance.

Student Bookstore

The campus bookstore sells books and other materials required for undergraduate study. It contains new and used texts, a wide selection of exciting books, phonograph records, prints, and supplies. Students have a voice in the choice of its stock.



Sports for All

In addition to the required physical education for freshmen and sophomores, an integral part of the curriculum, the College conducts an intensive program in intramural sports of all kinds for both men and women, with emphasis on such water sports as swimming, boating, sailing, water skiing, and skin diving. A program of intercollegiate athletics will be in effect for most sports by the fourth year. There will be no subsidized athletics at Florida Presbyterian College.

Artist Series

The College undertakes an annual program of concerts and lectures. This extracurricular program affords undergraduates, faculty, and residents of this area presentations by outstanding musicians and leading figures in the arts, literature, politics, science, national and international affairs.

Admission Requirements

In admitting students, this college considers past academic performance (particularly in academic courses like mathematics, science, and language), achievement on examinations, and such personal qualifications as character, range of interest, poise, maturity, and personal development. It emphasizes the student's ability to profit from and contribute to the learning community. Anyone deemed undesirable because of his conduct and character may be refused admission or, as a student, may be requested to withdraw from the college at any time.

Procedure

This is the admissions procedure:

a. Applicants must arrange to take College Entrance Examination Board tests.

b. Early in his senior year in high school, a candidate should write to the Director of Admissions, Florida Presbyterian College, for an application form and a transcript form. A formal application for admission, along with an application fee of $10.00, should be completed and returned to the Admissions Director. (This fee is not refundable.) The applicant should request the principal of the high school from which he is to be graduated to send a transcript of his record to the Admissions Director of Florida Presbyterian College.

c. The candidate should ask the College Entrance Examination Board to send his scores on the Scholastic Aptitude (Morning) Test and (when possible) the English Composition Achievement Test to the Director of Admissions of the College.

Florida Presbyterian College requires all candidates for admission to take the Scholastic Aptitude (Morning) Test of the College Entrance Examination Board. It also highly recommends, but does not require, that applicants take the following (afternoon) Achievement Tests: English Composition, Intermediate Mathematics, and one other selected from twelve choices at no additional cost. Testing centers throughout the country give these at specified times. At least six weeks before the date of the test, the candidate should apply directly to College Entrance Examination Board, Box 592, Princeton, New Jersey. The Board sends an information booklet giving full details about testing centers and the tests available but will mail the test results directly to the colleges designated by the applicant.

December 3, 1960	November 5, 1960
January 14, 1961	December 17, 1960
February 4, 1961	January 7, 1961
March 18, 1961	February 20, 1961
May 20, 1961	April 22, 1961
August 9, 1961	July 12, 1961

The applicant for admission to the Freshman class must have completed the graduation requirements and demonstrated academic competence in a high school or preparatory school accredited by a state or regional accrediting agency. Even though the academic record will not be judged primarily on specific units of work, certain courses *are* strongly recommended: four years of English, two and one-half years of mathematics, two years of language, one year of history, and one year of science.

The Admissions Office will compile complete information on each applicant for admission, including the original request for admission information, transcripts from the applicant's high school or preparatory school, test scores, personal recommendations, and any other pertinent data. This file forms the basis for first selection of candidates by the Admissions Committee each year.

Candidates should submit a three-year transcript of their high school or preparatory school record during the summer or first semester of the senior year. They should also take the Scholastic Aptitude (Morning) Test of the College Entrance Examination Board during their junior year, preferably in March or May, but alternatively in August or December following the junior year. Students also can take this test in the senior year, and in all cases the Admissions Committee considers the higher scores. Candidates admitted under this arrangement must maintain a good record and successfully complete the fourth year in high school or preparatory school. Candidates for scholarships and students not admitted under this arrangement should retake the test in the senior year. Other candidates may wish to submit an application, and Scholastic Aptitude (Morning) Test scores upon the completion of seven semesters of work or upon graduation from high school or preparatory school.

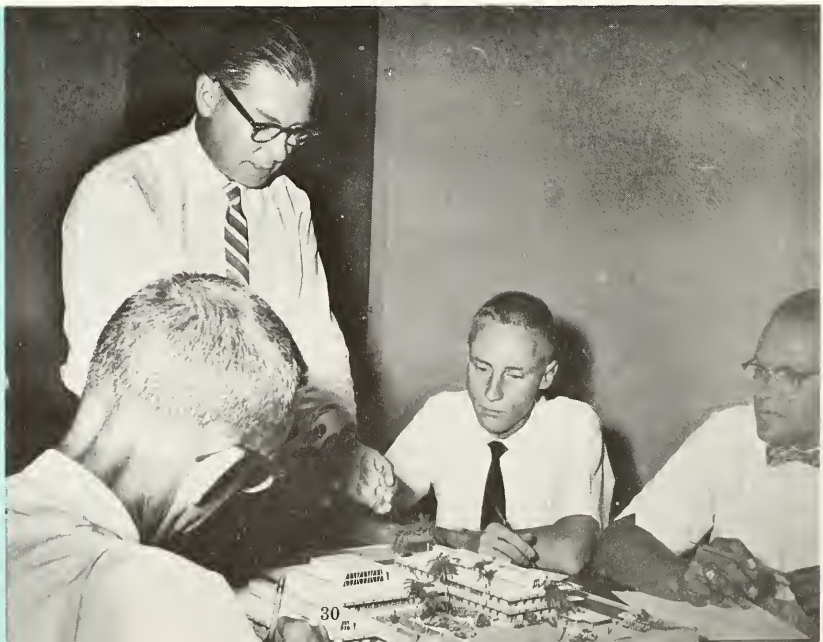
Some students academically too advanced for further high school, or over twenty-one years of age, may have the entrance requirements waived. The Admissions Committee considers such cases individually.

A student at another college or university wishing to transfer to Florida Presbyterian College should complete the requirements for admission already listed and submit a transcript of his college record with a catalogue and a statement from the college of his academic standing and personal qualifications. Full transfer credit from other institutions approved by the Regional Accrediting Agency in full depends upon the correspondence of the courses to those offered at Florida Presbyterian College and the approval of the academic division concerned. Grades below C are not acceptable for transfer.

All candidates will be required to deposit $50 with the Admissions Director of the College upon notification of acceptance. This money, though not refundable, is applied to the student's tuition upon enrollment.

Upon acceptance for admission, the applicant will receive a form for a medical examination to be completed by a physician within the three months before college, reaching the Director of Admissions by August 20.

Each freshman attends an interesting, informative, and productive three-day orientation conference held during the summer prior to enrollment and has a choice of twelve sessions, spaced throughout the summer, to make attendance convenient. With a limit of thirty-five students, each conference affords ample opportunity for meeting the college staff and other students. Such activities as preregistration, book purchase, room assignment, course counseling, and general college orientation, not to speak of vocational guidance tests and placement tests prepare both students and staff for the year's work. The expense of this conference is included in the general fee. Parents may attend all or part of this program.



The Cost of Education

A college education of high intellectual challenge is of lasting value and like most things of value is costly. The only thing more costly than education is ignorance.

Private, non-tax-supported institutions like Florida Presbyterian College make every conceivable effort to keep the cost of education down. As a result the student pays only about one half of the actual bill for his own education.

The total cost of an academic year at this college is $1,500.00. This includes room, board, fees and tuition, but not clothes, laundry, books, travel, and recreation. Non-resident fees total $925.00. Fees for special students taking individual courses vary according to the course.

Instruction in organ, piano, voice, and instruments range from $2 to $3 a half-hour lesson.

Students supply their own bedding (sheets, pillows, pillowcases, blankets, bedspreads) and towels and soap.

Financing Your Education at F.P.C.

Generally, half of the total cost minus the $50 acceptance fee, is due at entrance in September and the rest before February. Matriculation is a contract binding the student (and his parents) for tuition and fees for the entire semester. Other arrangements can be made for payment, when necessary.

Florida Presbyterian College has many different ways to finance your education.

Scholarships

Students earn scholarships on merit and receive financial awards on need, determined by the Parents' Confidential Financial Statement of the College Scholarship Service. They also have the satisfaction and security of a kind of paid-up insurance which, in case of financial emergency at home, adjusts the amount of the award upward. Scholarships are granted through the Committee on Scholarships, are renewable, and are announced each spring.

College Honor Scholarships. Eight incoming freshmen receive awards up to $1,000 upon personal interview.

College Achievement Scholarships. Six incoming freshmen receive awards up to $500.

The Alfred A. McKethan Achievement Scholarships. Established by Mr. Alfred A. McKethan of Brookville, Florida, six scholarships go to students for academic achievement and potential, character, and need and pay $500 to the College towards tuition and fees.

The Alfred Fielding Lang and Katherine Fagan Lang Scholarship Fund. Established by Mr. Albert Lang of St. Petersburg, Florida, in a gift of $200,000, scholarship grants go to young people, preferably from the St. Petersburg area, and pay up to half of fees and tuition on the basis of need and evidence of promise.

The Mr. and Mrs. Bert Smith Scholarship. Established by Mr. and Mrs. Bert Smith of St. Petersburg, Florida, this scholarship pays up to $1,000 towards tuition and fees. The Scholarship Committee recommends the recipient(s), with final approval by the donor, on the basis of academic achievement and potential, character, breadth of interest, and need.

The Helen C. and Myron H. Gibbons Scholarship. Established by Helen C. and Myron H. Gibbons of Tampa, Florida, this scholarship pays $400 toward tuition for a student for academic achievement, character, scholarly potential, and need.

The E. M. Reynolds Company, Inc. Scholarship. Established by Mr. E. M. Reynolds of Daytona Beach, Florida, this scholarship goes to a student for academic achievement, character, scholarly potential, and need, paying the student up to $250 toward tuition and fees.

The Milton Roy Sheen Memorial Scholarship. Established by the Milton Roy Company of Philadelphia, Pennsylvania, and St. Petersburg, Florida, this scholarship awards $500 to the College toward the fees and tuition of the recipient.

The Mr. and Mrs. J. J. Williams, Jr. Scholarship. Established by Mr. and Mrs. J. J. Williams, Jr. of Sarasota, Florida, this scholarship goes to a student planning to enter the Presbyterian ministry. It assists a student's education, maintenance, and support on the basis of academic achievement, scholarly potential, character, breadth of interest, seriousness of purpose, and need, which determines the stipend.

The George Asha MacMillan Scholarship Fund. Established by friends of the College desiring to remain unknown, the Fund grants an annual award based on academic achievement and potential, character, and need.

The Robert Hamiltons Scholarship Fund. Established by the Women's Association of the First Presbyterian Church, Winter Haven, Florida, the fund provides an income to help needy students.

The Gene Samuel Cain Memorial Fund. Established by the Senior High Fellowship of the Florida Presbytery, Presbyterian Church of the United States, the fund provides various grants.

Partners-in-Education. Initiated through the Charter Alumni Association and supported by members of the Association, civic organizations, churches, and others, this program helps students in need by paying part of the tuition and fees to the College.

Grants in Aid. Grants in aid up to $200 a year go, upon request, to students with parents presently engaged in a religious vocation or to students planning a religious vocation. If the student does not complete his training, the grant becomes a repayable loan.

Student-work Scholarships. Many part-time jobs are available: in dining rooms, offices, laboratories, library, bookstore, swimming pool; they pay about $250 a year for a nine- to ten-hour week. Off-campus part-time work is also available.

Loans

Student Loan Fund. Florida Presbyterian College, through the generosity of Mrs. Lottie D. Jacobs of Orlando, Florida, has established a fund out of which it can lend up to $400 a year without interest while the student is in school. For the five years immediately following the end of formal education, interest is 4½% a year and thereafter 6% on the unpaid balance.

National Defense Education Loan Program. Students are eligible for loans from Federal funds on the basis of need up to $1,000 a year to a total of $5,000. Repayment must begin one year after school, with a maximum of ten years allowed for completing the payments. Interest is 3% each year, beginning one year after the student leaves school. Students who receive such loans and who become teachers are excused from repaying one-tenth of their total debt each year for a total of five if they teach in a public school. Preference is given to students planning careers in teaching, science, or mathematics.

General Information

"Merely training the mind is not adequate education for this revolutionary age. An institution of higher learning has an equally important obligation to stimulate the conscience and imbue its students with the very highest moral standards.

Here at Florida Presbyterian College you have an uncommon challenge to develop an educational institution which will blaze new trails in the education of whole men and women."

May God bless you and your labors.

Hon. Leroy Collins
Governor of Florida
Convocation Address
Florida Presbyterian College
September 3, 1960

Governor Le Roy Collins
Second Charter Alumnus
Florida Presbyterian College

Birth of a College

The editor of a national magazine recently wrote

"The birth of Florida Presbyterian College is good news —good for Florida, good for private and church-affiliated higher education, and a tonic for the many who seem depressed by the difficulty of raising money, by tax or gift, in a poor-mouthed nation which is enjoying the highest income in history." (*Overview,* March, 1960)

Early in 1955, Dr. Hunter Blakely, executive director for higher education in the Presbyterian Church, U. S. arrived in Florida with a handful of statistics and an idea. The statistics showed Florida to be one of the fastest growing states in the union, with a rapidly rising percentage of college-age young people, a growing number of whom were leaving the state to continue their education. Florida was one of the few states in the nation without a Presbyterian college. The idea, which he outlined to six interested ministers, was to build just such a college.

Almost simultaneously, a similar group from UP-USA Presbytery was meeting in Winter Haven, and coming to the same conclusion based on the same statistics. Two years later the two groups decided to pool their efforts. A feasibility study was made and approved by the two Florida synods, and on September 1, 1958, William Howard Kadel, pastor of the First Presbyterian Church, Orlando, and one of the original six consulted by Dr. Blakely, became the first president of the new Florida Presbyterian College.

Four months later, a twenty-five member board of trustees, representing both synods, after carefully considering twenty-eight others, selected St. Petersburg as the permanent site of the college and drew up a charter which says, in part: "This college [is] dedicated by Christian conviction to the search of God's truth as revealed to mankind."

On March 19, 1959, the Trustees named Dr. John Morgan Bevan of Davidson the first dean of the college. Dr. Bevan and President Kadel made a nation-wide curriculum study together and then went to work putting together a unique curriculum which features independent study and emphasizes the interrelatedness of knowledge. The selection of a faculty was completed in the spring of 1960.

The college opened officially in a borrowed store-front on S. Main Street in Orlando with Dr. Kadel, his secretary, two

desks and enough chairs for a trustee meeting. Less than a year later the college had moved to its interim campus at the Maritime School in St. Petersburg, necessary renovations began, the staff was expanded to eighteen members, and preparations were completed for accepting a Founding Freshman Class of one hundred and fifty students from twenty different states.

In the fall of 1962, Florida Presbyterian College expects to move to its permanent campus on Boca Ciega Bay, and by 1965 it hopes to be a completed four-year liberal-arts college with twelve hundred students. Then its founders will explore the possibility of establishing a university system.

The drive and enthusiasm which has characterized the rapid growth of Florida Presbyterian College from an idea to reality in five short years has captured the imagination of the educational world.

Dr. Gordon Sweet, executive secretary for the Southern Association of Colleges and Secondary Schools, wrote recently: "This college is worthy of attention. I do believe that the citizens of Florida as well as the constituency in the Northern and Southern Presbyterian Churches are building a college of high quality in program, faculty, and facilities."

To Dr. Kadel, its energetic president, and his staff and faculty it has been and is "a venture in faith."

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President S.T.B., Western Theological Seminary
S.T.M., Western Theological Seminary
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M.S., University of Illinois
Head Librarian

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Cataloguer M.A., George Peabody College

Merle Doran, B.A., Florida State University
M.A., Florida State University
Reference Librarian

Mary Jane Oliver, *Secretary to Librarian*

Dan Beeman, *Student Assistant*

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M.A., Chicago Theological Seminary
Acting Chaplain

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M.A., University of Pittsburgh
Ph.D., University of Pittsburgh
Director of Admissions & Registrar, with rank of Associate Professor

William H. Taylor, A.B., DePauw University
Admissions Counsellor

Alice Coyle, *Secretary to Director of Admissions & Registrar*

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M.A., University of North Carolina
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M.A., Columbia University, Teachers College
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Registered Nurse Charlotte, North Carolina

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Clifford J. Hutchison
Cynthia Langford
Pauline Melcher

Dr. William H. Kadel
Howard E. Anderson
Dr. John M. Bevan
John Maxwell

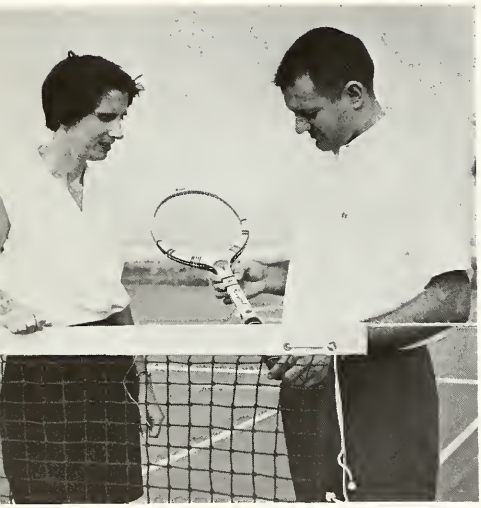
In no other area was so much painstaking care and concern evidenced at Florida Presbyterian College as in the selection of its faculty —the heartbeat of any such institution.

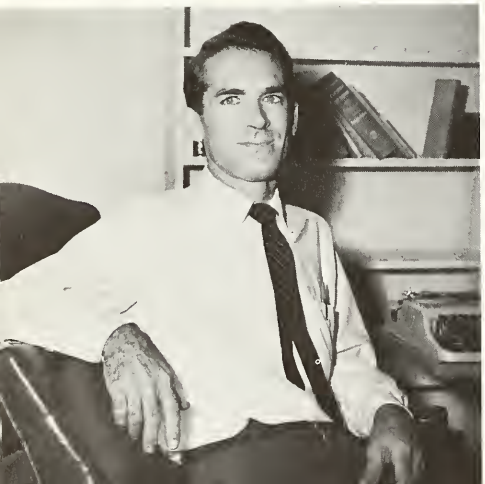
Regardless of status or tenure, every faculty member finally selected combines scholarship and teaching to an extraordinary degree.

The criteria for acceptance, as set forth by the Board of Trustees, call for a teacher with depth and command in his field of specialization and a breadth of cultural background enabling him to relate his own discipline to the totality of experience, who demonstrates personal and professional competence and growth through research, publication, and professional participation; who inspires students n his respect for his profession by his ability, his character, and his conduct; who has the ability himself to think creatively and objectively and to inspire his students to do likewise; who extends himself to his student's service, to his colleagues in cooperation, and to his community in concern; and finally, whose Christianity the students will want to emulate.

William Howard Kadel
A.B., Gettysburg College; S.T.B., S.T.M., Western Theological Seminary; Th.D., Union Theological Seminary; D.D., Davidson College
President of the College

John M. Bevan
A.B., Franklin & Marshall; M.A., Ph.D., Duke University
Dean of Faculty and Vice-President for Academic Affairs





Humanities Division

Albert Howard Carter
Ph.B., M.A., Ph.D., University of Chicago
Chairman, Humanities Division; Professor of English and Humanities

Guy Owen Baker
B.M., Westminster Choir College; M.M., Indiana University
Assistant Professor of Music and Choral Director

John W. Dixon, Jr.
A.B., Emory and Henry College; Ph.D., University of Chicago
Associate Professor of Art

Everett H. Emerson
A.B., Harvard University; M.A., Duke University; Ph.D., Louisiana State University
Associate Professor of Literature

Robert Hall
A.B., Wofford College; M.A., University of North Carolina
Instructor in French

E. Ashby Johnson
A.B., Presbyterian College, South Carolina; B.D., Th. M., Th. D., Union Theological Seminary, Virginia
Professor of Religion; Director of Western Civilization and its Christian Heritage

Kenneth E. Keeton
A.B., Georgetown College, Kentucky; M.A., University of Kentucky; Ph.D., University of North Carolina
Assistant Professor of German

John Satterfield
A.B., M.M., M.A., University of North Carolina
Associate Professor of Music

Julia Florence Sherbourne
A.B., Taylor University; M.A., University of Michigan
Assistant Professor of English and Reading

Pedro Trakas
A.B., Wofford College; M.A., University of Mexico; Ph.D., Harvard University
Professor of Spanish

Frederick R. White
A.B., M.A., Oberlin College; Ph.D., University of Michigan
Professor of Classical and Comparative Literature

History and the Social Sciences Division

John M. Bevan
A.B., Franklin and Marshall; M.A., Ph.D., Duke University
Professor of Psychology

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B.A., Hillsdale College; B.S., Western Michigan University; M.A., Ph.D., New School for Social Research
Associate Professor in Sociology

Bettye Rae Crane
B.S., Alabama Polytechnic Institute; M.A., University of Alabama
Instructor in Physical Education

Merle Doran
B.A., M.A., Florida State University
Instructor in Library Science

William F. Harrison, Jr.
B.S., Emory University; M.A., George Peabody College
Instructor in Library Science

Stewart Smith
A.B., Presbyterian College; B.S., George Peabody College; M.S., University of Illinois
Assistant Professor in Library Science

J. Thomas West
B.S., Davidson College; M.A., University of North Carolina; Ph.D., Vanderbilt University
Assistant Professor of Psychology

William C. Wilbur
A.B., Washington and Lee; Ph.D., Columbia University
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Billy O. Wireman
A.B., Georgetown University; M.A., University of Kentucky; Ed.D., George Peabody College
Assistant Professor of Physical Education

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Irving Gordon Foster
B.S. in E.E., Virginia Military Institute; Ph.M., University of Wisconsin; Ph.D., University of Virginia
Chairman of Mathematics and Natural Sciences Division; Professor of Physics

Dennis E. Anderson
B.A., Iowa State Teachers College; M.S., Ph.D., Iowa State University
Instructor in Biology

Joe B. Davis
B.S., Western Carolina College
Laboratory Assistant

Robert Meacham
A.B., Southwestern at Memphis; Sc.M., Ph.D., Brown University
Professor of Mathematics

George K. Reid
B.S., Presbyterian College, South Carolina; M.S., Ph.D., University of Florida
Professor of Biology

Dexter Squibb
B.S., East Tennessee State College; Ph.D., University of Florida
Assistant Professor of Chemistry

Jack C. Wilson
B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Case Institute of Technology
Assistant Professor of Mathematics

Interim Campus

Many a permanently located college would envy the facilities of Florida Presbyterian College's interim campus. Situated within walking distance of downtown St. Petersburg, this ten-and-a-half acre site houses modern, air-conditioned buildings completely renovated for classroom space, dormitories, offices, laboratories, library, cafeteria, auditorium, swimming pool, and athletic facilities. Within walking distance too is famous Al Lang Field, winter home of the St. Louis Cardinals, and scene of many spring training exhibition games. Nearby is the nationally-known Municipal Pier, with its museums, beaches and other recreational facilities, and well-known restaurants. Across the street from the campus entrance is Albert Whitted Airport. Classrooms, dormitory rooms, and offices look out on fascinating Tampa Bay. This is one of the truly attractive campuses of Florida.

Permanent Campus

Beautiful, historic Boca Ciega Bay is the site of Florida Presbyterian College's permanent campus. Here, on two hundred and sixty acres, with a shoreline of a mile and a quarter, is a campus destined to become one of the showplaces of America. Ground will be broken for the first building this school year, and plans are to move to the permanent campus in the fall of 1962. Hailed as a landmark in American college campus planning, the twelve-and-a-half-million-dollar campus will feature architecturally striking and functional buildings constructed for congenial living and learning in a congenial climate. Exotic tropical plants and trees, native to this area, will cover the campus, and sandy beaches will border it on the campus bayside. Visitors will recognize first the carillon tower of the chapel, tallest building on the campus and central to our philosophy of education. Adjacent to it is the William Luther Cobb Library and the student union; all three are located around a lake in the heart of the campus. Just south of the college is one of the engineering marvels of the twentieth century, the graceful Sunshine Skyway spanning Tampa Bay.

Architects for this unique campus are Perkins and Will of Chicago; Connell, Pierce, Garland, and Friedman of Miami; and land and campus planner Jefferson Hamilton of the University of Florida.

An Unusual Opportunity

The Founding Freshman Class at Florida Presbyterian College has had an unusual opportunity this year granted to very few:

They will begin the traditions and customs which will become a part of the campus life.
They will form and become members of the first clubs and societies on this campus.
They will choose (and perhaps compose) the first school sons.
They will select the school colors, motto, mascot, and insignia.
They will help select the official college seal.
They will name and publish the first college newspaper and yearbook.

In these and many other ways, this first class will make its permanent mark on our institution.

After College

Education at Florida Presbyterian College has been designed to be both a complete entity in itself and a starting point for a continuing search for truth.

By its nature, it will prove an excellent training base for those who wish to pursue advanced academic training in a specialized field. We expect a substantial number of our graduates to go on to some advanced study — in education, medicine, law, the ministry, the sciences, the humanities, engineering, the social sciences, and other fields.

To assist those students in obtaining permanent positions after graduation, we shall have a placement office to arrange visits for companies and agencies seeking personal interviews with our students. In addition, the Placement Office will undertake special activities to assist those graduates who seek opportunities in teaching.

A continuing program of alumni participation is to be established, and close contact with alumni is planned through various publications, personal visits, seminars, class reunions, a continuing study program, and other means.

This institution will endeavor to continue, as it did during the undergraduate years, to serve as a great stimulus to the men and women who came to it seeking a Christian education of high quality and who have left as mature, responsible people capable of leadership.

ST. PETERSBURG, SITE FOR FLORIDA PRESBYTERIAN COLLEGE, has been known for many years as the "Sunshine City." It is located in the center of a world-famous resort and recreation area. The essential requirements relating to the general characteristics of St. Petersburg, its spiritual and cultural environment, its outstanding community interest in this new four-year, liberal-arts college, and its fulfillment of the vital requirement of an outstanding physical site for Florida Presbyterian College, all contributed to the location of the College.

There are few cities of America with a better church life than St. Petersburg. For decades this community has been known for its many outstanding churches, its crowded sanctuaries, and spiritual atmosphere. Today there are more than 75 churches in St. Petersburg.

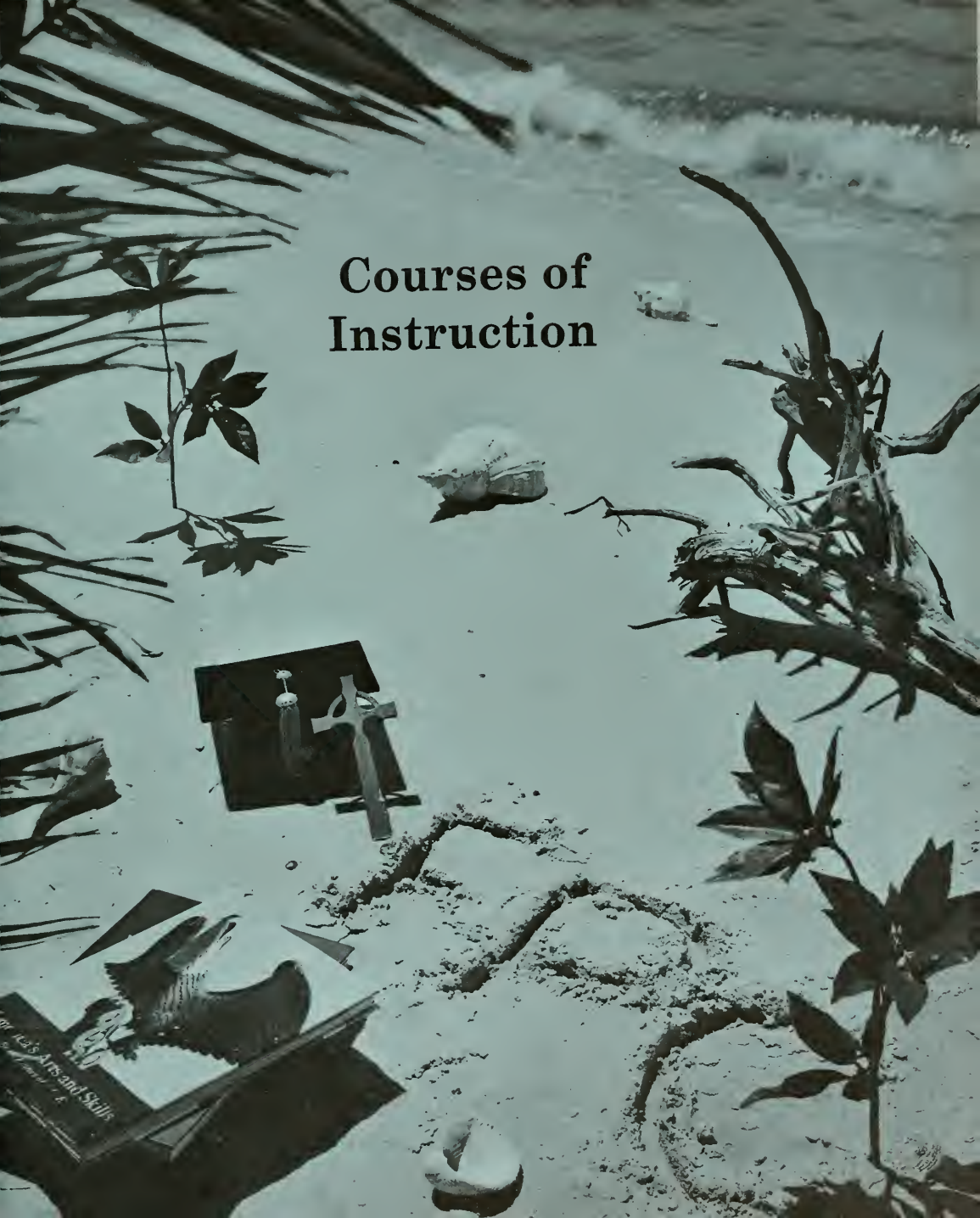
Proof of the tremendous community and county interests in Florida Presbyterian College has best been evidenced by the Establishment Campaign conducted among the residents of Pinellas County in 1959, during which more than $2,700,000 was raised or pledged to help found this institution. During the decade of the fifties, Pinellas County slightly more than doubled its population, and the spiraling upward growth of business, industry, and recreational facilities has kept pace. St. Petersburg boasts one of the finest climates in the world, with normal temperature averaging 71.6 degrees each year. St. Petersburg is served by a network of modern highways. It is the terminal of the U. S. government's Interstate Highway program on the west coast of Florida. The county is served through the modern St. Petersburg-Clearwater International Airport and by both the Atlantic Coastline and Seaboard Airline railroads.

Just as the educational, cultural, and spiritual environment of Florida Presbyterian College has brought and will continue to bring tremendous benefits to St. Petersburg, so this great American city and the surrounding Suncoast area bring important natural benefits to the College and its family of students and faculty.

College Calendar of Events
1961-1962

September 1-4	Orientation Period. Incoming freshmen should arrive on campus before 12:00 noon on Friday, September 1.
September 5	First day of classes
September 21	Meeting of the Board of Trustees
November 22	Thanksgiving Recess commences
November 27	Thanksgiving Recess ends
December 16	First Semester ends and Christmas Recess commences
December 21	Meeting of the Board of Trustees
January 2	Mid-Winter Term commences
January 31	Mid-Winter Term ends
February 1	Second Semester commences
March 15	Meeting of the Board of Trustees
March 31	Spring Recess commences
April 9	Spring Recess ends
May 31	Second Semester ends

Courses of Instruction



Introduction

The number of each course conveys the following information:

Courses numbered 100 to 199 are primarily for freshmen, 200 to 299 for sophomores, 300 to 399 for juniors and seniors, and 400 to 499 for seniors. Courses offered only in alternate years are indicated by "a" (for school years beginning in even-numbered years) and "b" (for school years in odd-numbered years). In general, an odd number indicates that the course is given in the first semester; an even number indicates that the course is given in the second semester.

Before students enroll in any course they are to seek the advice of their faculty advisers. Near the close of the school year each freshman is expected to prepare a tentative course program for the remaining three years of college and to present it to his adviser for critical evaluation and counsel. At the end of the second year of study each student must submit for approval to the Committee on Academic Review his projected program. A student may revise his program at any time thereafter with the approval of a major professor.

Most of the courses are listed according to academic divisions and academic disciplines or fields of study within each division. Listed separately are the interdisciplinary courses; i.e., those taught jointly by members of several fields or areas of knowledge. *Courses are conducted typically in three lecture-discussion periods per week supplemented by other periods, studios, or laboratories.*

Course descriptions are not given for the Junior General Seminars and Senior Advanced Seminars because a professor is free to vary his offerings each year according to student interest and his own study and research. Students receiving the endorsement of the professors in their major field may take the equivalent of two courses each semester during their senior year in a program of guided independent research in lieu of the senior seminar.

Interdisciplinary Courses

101, 102
201, 202

WESTERN CIVILIZATION AND ITS CHRISTIAN HERITAGE

The basic objective is to develop within the college community a critical understanding of some of the major attempts of man to interpret his experience through the analytic and historical study of works and institutions. Throughout, the concern is with the relevance of the Judeo-Christian tradition and of the redemptive message of the Bible in human inquiry. The course thus forms the basis for the total educational process at Florida Presbyterian College. Students participate in large and small groups: four lectures and two hour-and-a-half discussions during the first year, and three lectures and one two-hour discussion during the second.

211, 212a

CIVILIZATIONS OF ASIA

Asian works and institutions studied analytically and historically. Three lectures and a two-hour discussion period per week.

311, 312b

THE SEARCH FOR AND JUDGMENT OF VALUES IN THE ARTS

The analysis and appraisal of human values expressed in literature, painting, sculpture, architecture, music, philosophy, religion, and the theatre.

401, 402

CHRISTIAN FAITH AND GREAT ISSUES

A study of the relevance of Christian faith to current community and world issues. One lecture and a two-hour discussion period per week.

The Division of Humanities

Art

Requirements for a Major: (a) Art 201, 202, and six other courses in art; (b) supporting work in other areas of the humanities, history, sociology, psychology, and, in some cases, studio work and mathematics.

201, 202

THE LANGUAGE OF THE VISUAL ARTS

Through a correlated series of both written analyses and exercises executed in the materials of the artist, a student investigates the elements of two- and three-dimensional design and the function of subject matter and of the natural world in the creation of artistic forms. Intended to supply a foundation in the language of art for future work in history and criticism and in studio work conceived as a liberal art.

251, 252 *STUDIO (to be defined)*

301, 302 *HISTORY OF ART*

331, 332 *JUNIOR SEMINAR*

351, 352 *STUDIO (to be defined)*

401, 402 *STUDIES IN ART*

Typical subjects: Classical, medieval, Northern Renaissance, Italian Renaissance, Baroque, modern architecture, modern painting.

431, 432 *SENIOR SEMINAR*

Studies in individual artists, movements, genres, media, countries.

422a *ART OF THE CHRISTIAN CHURCH*

The relation between art and worship, art as a manifestation of theological attitudes, and art as a critique of the church.

451, 452 *STUDIO (to be defined)*

Languages and Literature

Requirements for a Major: Students may major in (1) a single language (e.g., French, German, English) with supporting work in another language or other languages or in General Literature, or (2) General Literature with advanced work in one or more foreign language or in English and American Literature. The junior and senior courses (301, 302, and 401, 402, or 411, 412) are required for a major.

Foreign Languages

FRENCH, CHINESE (projected), GERMAN, GREEK, ITALIAN (projected), LATIN, RUSSIAN, SPANISH

Instruction in foreign language consists in classroom and laboratory work. Elementary and intermediate courses train in grammar, vocabulary, pronunciation, composition, and reading. The progression is from aural comprehension to oral expression to reading to writing. Courses 101 through 301 deal with all these elements in order of increasing difficulty. Proficiency in reading and writing and (in modern languages) in conversation—not the completion of a program of studies —is the measure of accomplishment and admission to advanced studies. The third-year language course (301) is designed particularly for future teachers; the third-year history of literature requires a reading knowledge of the language and in appropriate cases the ability to converse. The Readings course (401, 402) and the Senior Seminar (411,

412) are designed each semester to meet students' needs and proficiencies. They may deal with authors, genres, movements, or works. They are open in appropriate cases to nonmajors wishing to read the literature in translation.

101, 102 *ELEMENTARY*

201, 202 *INTERMEDIATE*

301 *ADVANCED*

302 *HISTORY OF LITERATURE*

401, 402 *READINGS*

Typical subjects: French: Racine, Flaubert, the novel, essays, romanticism, enlightenment, *A la recherche du temps perdu, La comedie humaine.*

German: Goethe, Heine, lyric poetry, modern drama, expressionism, Mann's Joseph cycle.

Greek: Xenephon, Homer, tragedy, New Testament.
Latin: Cicero, comedy, silver age, *Aeneid.*
Spanish: Cervantes, golden-age drama, *Cid.*

411, 412 *SENIOR SEMINAR*

English Language and Literature

101, 102 *ENGLISH GRAMMAR AND SENTENCE STRUCTURE*

For Freshmen who demonstrate inadequate proficiency in written English.

111, 112 *READING WORKSHOP*

For any students needing or desiring to improve their reading abilities.

301, 302 *HISTORY OF LITERATURE*

401, 402 *READINGS IN ENGLISH AND AMERICAN LITERATURE*

Designed each semester to meet students' needs. May be authors, genres, movements, works.

431, 432 *SENIOR SEMINAR*

General Literature

Reading in General Literature is in the English language or in a foreign language in which the student has demonstrated proficiency.

201, 202 *WORLD MASTERPIECES*

Works in English selected from a group of literary masterpieces of many countries, genres, and periods.

301 *LITERARY CRITICISM*

The literature, vocabulary, and practice of literary analysis and evaluation.

302 *LITERARY MOVEMENTS*

The study of literature illuminating and illuminated by its historical classification.

321 *CREATIVE WRITING*

The writing of fiction, vocabulary, drama, verse, persuasion, exposition.

331, 332 *JUNIOR SEMINAR*

The subjects of Junior Seminars may be authors, genres, movements, works. Readings will be in the English language or in a foreign language in which the student has demonstrated proficiency.

401, 402 *READINGS*

Typical Subjects: Shakespeare, Sophocles, Dante, Balzac, Schiller, Lorca, Melville, Tagore, *No* plays, Persian lyrics, Chinese philosophers, the *Koran,* the *Mahabharata.*

431, 432 *SENIOR SEMINAR*

Music

Requirements for a Major: Music 101, 102, 201, 202, and six additional courses; applied music and participation in an ensemble.

101, 102 *THEORY OF TONAL HARMONY*

Analysis and composition in small homophonic forms. Instruction in harmony, notation, dictation, sight-singing, ear-training, and keyboard harmony.

201, 202 *ADVANCED THEORY OF TONAL HARMONY*

Analysis and composition in more complex homophonic forms. Prerequisite: Music 102.

301 *THEORY OF MODAL COUNTERPOINT*

Analysis and composition in the style of Palestrina. Prerequisite: Music 202.

302 *THEORY OF TONAL COUNTERPOINT*

Analysis and composition in the style of Bach. Prerequisite: Music 202. May be taken prior to Music 301 with permission of the instructor.

311, 312 *SURVEY OF MUSIC*

Music literature in its relation to general cultural history. Designed for students majoring in fields other than music.

331, 332 *JUNIOR SEMINAR*

401 *ORCHESTRATION AND CONDUCTING*

Practical work in the writing of scores and in baton and rehearsal techniques. Prerequisite: Music 301, 302, or permission of the instructor.

402 *ADVANCED FORM, ANALYSIS AND COMPOSITION*

Seminar in the study and making of larger homophonic and polyphonic forms. Prerequisite: Music 301, 302.

431, 432 *SENIOR SEMINAR*

Studies in history of musical styles. Prerequisite: Music 301, 302.

Applied Music

Individual instruction is offered in Voice, Organ, Piano, Wind, Brass, and String Instruments. Freshmen and sophomores receive credit of one hour for a semester of individually instructed applied music, upperclassmen two hours. A music major must earn twelve hours.

Freshmen and sophomores earn an hour for a year of ensemble participation, upperclassmen two. A music major must participate in an ensemble during each semester of residence and earn for graduation a minimum of six hours.

Philosophy

Requirements for a Major: Philosophy 201, 202, 301, 302, 401, 402, 421 or 422, and one other course.

201 *ETHICS*

Main types of ethical theory and their implications for contemporary problems of personal and social morality.

202 *LOGIC*

A study of the elements of inductive and deductive logical systems with an introduction to symbolic logic and the scientific method.

301 *ANCIENT AND MEDIEVAL PHILOSOPHY*

Study from primary sources of philosophy from pre-Socratic through late medieval.

302 *MODERN PHILOSOPHY*

Study from primary sources of the development of modern philosophy from the Renaissance through the nineteenth century.

311b *EPISTEMOLOGY*

A critical examination of the methods of inquiry.

312b *METAPHYSICS*

A critical examination of selected metaphysical systems.

331, 332 *JUNIOR SEMINAR*

401a *CONTEMPORARY PHILOSOPHICAL MOVEMENTS*

A study of such major philosophical movements of the twentieth century as pragmatism, existentialism, process philosophy, philosophical analysis, with emphasis on their treatment of crucial modern problems.

402a *PHILOSOPHY OF RELIGION*

A critical inquiry into religious concepts and practices, especially Christianity.

421b *SOCIAL PHILOSOPHY*

A study of major social and political systems, especially contemporary problems.

422a *AESTHETICS*

A study of theories of beauty and of art forms.

431, 432 *SENIOR SEMINAR*

Religion

Requirements for a Major: (a) Religion 201, 202, 301, (b) Philosophy 201, 202, and two additional courses in Religion.

201 *INTRODUCTION TO THE OLD TESTAMENT*

Development of the faith of Israel as seen in the religion and literature of the Old Testament.

202 *INTRODUCTION TO THE NEW TESTAMENT*

Development of the Christian faith as seen in the religion and literature of the New Testament. Emphasis on the life and teachings of Jesus.

301, 302 *ESSENTIALS OF CHRISTIAN THOUGHT*

A study of Christian thought in the works of representative leaders. First semester: from Paul through the Middle Ages. Second semester: from the Reformation to the present.

331, 332 *JUNIOR SEMINAR*

401 *CHRISTIAN ETHICS*

A study of the Biblical foundations of Christian ethics and the implications of Christian commitment in contemporary personal and social life.

402 *WORLD'S LIVING RELIGIONS*

A critical study of the major religions of the contemporary world.

431, 432 *SENIOR SEMINAR*

Speech

201 *PRINCIPLES OF VOICE, DICTION, AND ORATORY*

301 *PRINCIPLES OF THE THEATRE*

The Division of History and the Social Sciences

History

Requirements for a Major: (a) History 311 and seven additional courses; (b) Civilizations of Asia.

201, 202 *HISTORY OF THE UNITED STATES*

The development of American society in government, economic life, and culture.

211, 212 *HISTORY OF ENGLAND AND MODERN BRITAIN*

The first semester treats the history of the English people to 1688. The second semester traces the development of a modern industrial society and its imperial expansion.

221a *ANCIENT HISTORY*

The ancient world from prehistoric times to the decline of the Roman Empire.

301a *MEDIEVAL HISTORY*

The history of Western Europe from the decline of the Roman Empire through the thirteenth century.

302a *RENAISSANCE AND REFORMATION*

The history of Western Europe from the fourteenth through the sixteenth century.

311 *INTRODUCTION TO HISTORIOGRAPHY AND HISTORICAL METHOD*

An introduction to the techniques of historical research and writing, the use of sources, and the examination of selected classics of historical interpretation.

321b *HISTORY OF MODERN RUSSIA*

Russia from the accession of Peter the Great to the present, with emphasis on the period since the 1917 revolution.

322b *HISTORY OF MODERN LATIN AMERICA*

Latin-American republics from their independence to the present.

331, 332 *JUNIOR SEMINAR*

342a *HISTORY OF AMERICAN FOREIGN POLICY*

American foreign policy considered as part of the larger problem of American participation in world affairs.

401 *EUROPE FROM THE FRENCH REVOLUTION TO WORLD WAR I*

The French Revolution, the Industrial Revolution, political and social movements of the nineteenth century, and the background of World War I.

411b, 412b *AMERICAN SOCIAL HISTORY*

Selected topics in American social history from the colonial period to the present.

431, 432 *SENIOR SEMINAR*

Economics and Business Administration

Requirements for a Major: a) eight courses including Economics 201, 202, 301, 302; (b) Mathematics 211. Students wishing to emphasize Business rather than Economics will substitute Economics 311 and 312 for Economics 301, 302.

201, 202 *PRINCIPLES OF ECONOMICS*

An introductory course in the principles of economics and their application to modern economic life.

301 *HISTORY OF ECONOMIC THOUGHT*

Development of economic thought, from the Mercantilists to the modern period: Smith, Ricardo, Mill, Marx, Veblen, Keynes, Marshall, and other significant theorists.

302 *ECONOMIC THEORY*

An advanced and intensive study and application of the principles of economics.

311 *PRINCIPLES OF ACCOUNTING*

Intended to provide a general knowledge of accounting practices. The theory and construction of financial statements. Laboratory training.

312 *INTRODUCTION TO BUSINESS*

Designed to give the student general knowledge of the various activities of a business, such as production and marketing.

321a *MONEY AND BANKING*

A study of the fundamental principles of money, credit, and banking in the United States.

322a *LABOR ECONOMICS*

A study of the development, structure, goals, and policies of labor organizations; major issues in labor-management relations; and public policy toward labor unions.

331, 332 *JUNIOR SEMINAR*

351b *COMPARATIVE ECONOMIC SYSTEMS*

A study of the significant similarities and differences in the development, processes, and policies of Capitalism, Fascism, Socialism, and Communism.

352b *INTERNATIONAL ECONOMICS*

A study of the basic principles and problems of international economics, particularly the international economic policy of the United States.

401a *GOVERNMENT FINANCE*

A study of the sources of public revenues, federal, state, and local; nature and purposes of public expenditures; and the creation and management of the public debt.

402a *CORPORATE ORGANIZATION AND FINANCE*

A study of the problems involved in the formation and financial management of corporate business enterprise.

411b *GOVERNMENT AND BUSINESS*

A study of the role of the government in economic life; emphasis on the regulation of competition and monopoly and of public utilities.

412 *ECONOMIC HISTORY OF THE UNITED STATES*

A study of the growth of agriculture, industry, banking, trade, and labor organizations in the United States.

431, 432 *SENIOR SEMINAR*

Education

Students considering a teaching career in secondary schools should seek counsel on their course program early in their college training. In this way their course schedules can be planned to meet certification requirements.

201 *HISTORY AND PHILOSOPHY OF EDUCATION*

The development of the public-school system and contemporary issues and historical philosophies of education; the role of the school in a democratic society.

202 *EDUCATIONAL PSYCHOLOGY*

The application of psychological principles to the work of the school. Learning, motivation, forgetting, transfer of training, and personality adjustment.

301 *PRINCIPLES OF SECONDARY EDUCATION*

Aims and organization.

302 *MATERIALS AND METHODS IN SECONDARY EDUCATION*

A survey and critical analysis of the methods used in secondary education. Methods and materials used in the specific subject for which certification is requested.

311 *CHILD PSYCHOLOGY* *(See Psychology)*

312 *PSYCHOLOGICAL MEASUREMENT* *(See Psychology)*

321 *SECONDARY-SCHOOL CURRICULUM*

The purpose, philosophy, structures, and procedure developed as a unified whole.

401 *ORGANIZATION OF LIBRARY MATERIALS*

Instruction in the fundamental principles of the organization of small libraries; procedures for acquisition, preparation, classification, and cataloguing.

402 *REFERENCE AND BIBLIOGRAPHY*

A study of general reference books and reference materials in specific subject fields suitable for school and community use. Evaluation, selection, and uses.

412 *READING METHOD*

Instruction and practice in ways of improving reading ability, particularly of high-school students.

421, 422 *STUDENT TEACHING*

Observation and teaching activities in high schools in the vicinity of the college.

Government

Requirements for a Major: Government 201, 202, 211, 301 or 302, 311 or 312, and four additional courses.

201 *PRINCIPLES OF GOVERNMENT AND POLITICS*

Introduction to political science, including scope and methods of the discipline; purposes and nature of the state; organization, forms, and function of government; competition for governmental power; politics among nations; and some of the great issues of politics and government.

202 *AMERICAN NATIONAL GOVERNMENT AND POLITICS*

Theory and practice of modern democracy through analysis of the constitutional foundations, patterns of politics, and the structure and functioning of the American national government.

211 *INTERNATIONAL RELATIONS*

Forces and forms of politics among nations. The modern state system, nationalism, internationalism, imperialism, foreign policies, war and cold war. Balance of power, morality, organization, and law as restraints on the power struggle. Problems of world stability and peaceful change today.

212 *AMERICAN STATE AND LOCAL GOVERNMENT*

Constitutional structures and principles, organizational forms, the politics of control, functions and problems. State and municipal governments and intergovernmental relations.

301a *COMPARATIVE GOVERNMENTAL SYSTEMS*

A comparison of various governments, notably Great Britain and the Commonwealth nations, West Germany, France, and the United States.

302a *COMPARATIVE GOVERNMENTAL SYSTEMS*

The Soviet Union and Far Eastern nations.

311b *WESTERN POLITICAL THOUGHT*

The great thinkers and important philosophical movements of the Western political heritage (Plato, Aristotle, Stoic and Roman legal theory, and Christian thought).

312b *WESTERN POLITICAL THOUGHT*

From Machiavelli to the twentieth century, emphasizing modern democratic and totalitarian theories.

331, 332 *JUNIOR SEMINAR*

401a *AMERICAN FOREIGN POLICY*

Formulation and execution of American foreign policy. Analysis of substantive issues in recent and contemporary policies.

411b *INTRODUCTION TO THE LAW*

Nature of law and its functions in society. The rule of law. Types of law and legal systems. Problems of legal philosophy. American constitutional law, with some experience in case method.

412b *POLITICS AND POLICY FORMATION*

Forces, institutions, and processes in the competition for power and policy, with special reference to the United States. Public opinion, propaganda, political behavior, interest groups, leadership, and particularly political parties and the legislative process.

431, 432 *SENIOR SEMINAR*

Physical Education

A two-year program of physical education is required of all students. Everyone is expected to demonstrate proficiency in swimming some time during the first semester of the first year. The two-year course includes one hour of lecture-discussion and two hours of demonstration-participation each week. The fourth semester completes the program. No student is excused from the program; when circumstances prevent participation in the regular program, an appropriate set of activities will be arranged for individual needs.

101, 102 *PHYSICAL EDUCATION*

The history and philosophy of physical education, personal hygiene, and the rules and skills of football (men), soccer (women), basketball, volleyball, track and field, gymnastics, swimming.

201, 202 *PHYSICAL EDUCATION*

Primarily co-educational. Individual and dual sports which students can engage in throughout their lives: tennis, golf, bowling, badminton, archery, horseshoes, table tennis, boating, shuffleboard, water skiing. The objective is to develop in the student an attitude toward leisure and skill so that he can select, participate in, and enjoy the activity most appropriate to his needs and interests.

Psychology

Requirements for a Major: (a) Psychology 201, 202, and six additional courses; (b) Mathematics 211. Psychology 201 is prerequisite to all other courses except 321 and 322.

201 *PRINCIPLES OF BEHAVIOR*

Major concepts, methods, and problems involved in the study of human behavior.

202 *PRINCIPLES OF INDIVIDUAL BEHAVIOR*

Emphasis on the processes which contribute to personality.

301a *BEHAVIOR DISORDERS*

Origins, classifications, care and treatment of the common behavioral disorders.

302a *SOCIAL PSYCHOLOGY*

The influence of social variables on the behavior of the individual; social perception, language, attitudes, propaganda; social problems.

311b *CHILD PSYCHOLOGY*

Basic psychological principles in the study of the child from birth to puberty.

312b *PSYCHOLOGICAL MEASUREMENT*

The construction, administration, and interpretation of group and individual tests of intelligence, personality, interests, and achievement. Laboratory training.

321 *EXPERIMENTAL PSYCHOLOGY*

Scientific methodology, design and critical evaluation of classical and contemporary research, particularly the discriminal processes and perception. Individual research.

322 *EXPERIMENTAL PSYCHOLOGY*

Critical evaluation of research in motivation and learning; crucial experiments and controversial issues; individual research. Prerequisite: Mathematics 211.

331, 332 *JUNIOR SEMINAR*

401a *PERSONALITY THEORY*

Theories of personality examined in the light of recent research.

402a *BUSINESS AND INDUSTRIAL PSYCHOLOGY*

Psychological procedures in employment selection, training, efficiency, and human relations.

411b *SYSTEMS OF PSYCHOLOGY*

Integrative theories, including Structuralism, Functionalism, Behaviorism, Hormic Psychology, Gestalt Psychology, and Psychoanalysis.

412 *PHYSIOLOGICAL PSYCHOLOGY*

Physiological correlates of behavior. Special emphasis on the nervous system.

431, 432 *SENIOR SEMINAR*

Sociology and Anthropology

Requirements for a Major: (a) Sociology 201, 202, 401, and five additional courses; (b) Mathematics 211.

201 *CULTURAL ANTHROPOLOGY*

An understanding of culture developed in relation to preliterate societies and an introduction to physical anthropology and archeology.

202 *PRINCIPLES OF SOCIOLOGY*

The study and application of major sociological concepts, social processes, institutions, structure, and group relations.

301 *THE FAMILY*

Examination of the origins of family institutions and contemporary processes in the formation of the family, its functions, and organization.

302 *SOCIAL WORK*

A survey of the fields and methods of social work.

311a *MINORITIES*

Problems associated with identification of minority groups—racial, religious, ethnic.

312a *CRIMINOLOGY*

The nature, causes, prevention of crime and the treatment of criminals.

331, 332 *JUNIOR SEMINAR*

401 *SOCIAL THEORY*

Systematic analysis of major contributions to the field of social thought since Comte.

402 *THE COMMUNITY*

The folk society contrasted with contemporary rural and urban life. An introduction to human ecology and demography.

411, 412 *SENIOR SEMINAR*

The Division of Mathematics and the Natural Sciences

Mathematics

Requirements for a Major: Mathematics 202 (the calculus sequence) and eight additional courses.

101 *FINITE MATHEMATICS*

Logic, truth tables, sets and relations, number systems and counting, probability theory, vectors and matrices. Offered both semesters.

111 *PRINCIPLES OF MATHEMATICS I*

Logic, ordered fields, sets, Boolean algebra, algebraic and trigonometric functions. Required of students who have not had trigonometry.

112 *PRINCIPLES OF MATHEMATICS II*

Exponential and logarithmic functions, analytic geometry, and calculus. Prerequisite: Mathematics 101 or 111.

200 *CALCULUS WITH ANALYTIC GEOMETRY I*

Plane analytic geometry integrated with calculus of polynomials. Prerequisite: Mathematics 101 or 111.

201 *CALCULUS WITH ANALYTIC GEOMETRY II*

Differentiation of transcendental functions, formal integration, applications. Prerequisite: Mathematics 200.

202 *CALCULUS WITH ANALYTIC GEOMETRY III*

Infinite series, solid analytic geometry, calculus of functions of several variables. Prerequisite: Mathematics 201.

211 *INTRODUCTION TO STATISTICS*

Frequency and probability distributions, central tendencies, correlation, least-squares approximations, statistical inference. Laboratory training. Prerequisite: Mathematics 112 or 200.

301 *ORDINARY DIFFERENTIAL EQUATIONS*

Prerequisite: Mathematics 202.

302 *PARTIAL DIFFERENTIAL EQUATIONS*

Prerequisite: Mathematics 301.

311a *MODERN ALGEBRA I*

Topics from groups, rings, fields, vector spaces, matrices. Prerequisite: Mathematics 202 or consent.

312a *MODERN ALGEBRA II*

Continuation of Mathematics 311. Prerequisite: Mathematics 311.

331, 332 *JUNIOR SEMINAR*

401b *ADVANCED CALCULUS I*

Topics from advanced calculus and functions of a real variable. Prerequisite: Mathematics 202.

402b *ADVANCED CALCULUS II*

Continuation of Mathematics 401. Prerequisite: Mathematics 401.

431, 432 *SENIOR SEMINAR*

Biology

Requirements for a Major: (a) Biology 101, 102, and eight additional courses in Biology, depending upon the interest of the student; (b) Chemistry 301, 302, and (c) Physics 201, 202.

101, 102 *GENERAL BIOLOGY*

Provides an understanding of and appreciation for biological mechanisms and principles through critical analysis of life processes and synthesis of basic facts and concepts. The nature of living matter, the cell and protoplasm, metabolism, reproduction, development, inheritance, the organism and its environment, and evolution. Lecture-discussion 3 hours; laboratory 3 hours.

201 *COMPARATIVE VERTEBRATE ANATOMY*

A comparative study of the structure and evolutionary development of the organs and systems of selected representatives of the phylum Chordata. Morphological features in relation to classification, mode of life, and adaptation to the environment. Laboratory work on selected animals. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

202 *VERTEBRATE EMBRYOLOGY*

The study of the development of the vertebrate body from single-celled egg to hatching or birth. The formation of organ-systems and the experimental approach to animal development. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 201.

211, 212 *THE PLANT KINGDOM*

A survey of the plant kingdom with emphasis on structure, reproduction, and evolution of representative types of all major groups of plants. Laboratory includes field collections and detailed study of selected specimens. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

301 *ORGANIC EVOLUTION*

Current theories of the origin of life, the phylogenetic relationships of living organisms, Darwinian and neo-Darwinian concepts of evolu-

tionary mechanisms. Genetics and isolation, and the relationship of human culture, and the impact of Darwinism. Discussion 3 hours. Prerequisite: Biology 101, 102.

302 *FIELD BOTANY*

A study of the distribution and identification of plants in the St. Petersburg area, especially the taxonomy, biogeography, and evolution of flowering plants. Laboratory and field trips. Lecture-discussion 2 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

311 *GENETICS*

Fundamental principles and mechanisms of inheritance. Lecture-discussion 2 hours; laboratory 3 hours. Prerequsite: Biology 101, 102, and Mathematics 101, or consent of instructor.

312 *ECOLOGY*

Physical, chemical, and biological interrelationships in a natural community. Environmental factors, populations, the community concept, traffic in energy and biogeochemical cycles, and social organizations of animal groups. Field work essentially aquatic, in nearby freshwater lakes and Gulf bays. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

331, 332 *JUNIOR SEMINAR*

401 *PHYSIOLOGY*

The functional relationships of the animal body. Cellular metabolism and the physics and chemistry of organic substances. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102, Chemistry 101, 102, and Physics 201, 202.

402b *HISTOLOGY AND MICROTECHNIQUES*

The microscopic nature of cells and tissues of organisms particularly plant structures. Critical study of prepared slides, staining technique, slide preparation, and advanced use of the microscope. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

431, 432 *SENIOR SEMINAR*

Chemistry

Requirements for a Major: (a) Chemistry 101, 102, 201, 202, 301, 302, 401, 402, and four additional chemistry courses; (b) Physics 201, 202; (c) Mathematics 202. German is recommended to fulfill the language requirement and Physics 301, 302 as one elective.

101, 102 *MODERN GENERAL CHEMISTRY*

The basic principles of chemistry and recent developments. Structures of chemical species, particularly the relationships of these structures to the physical and chemical properties of substances; the descriptive chemistry of familiar elements and inorganic compounds and an introduction to ionic separations and the detection of selected ions. Lecture 3 hours; laboratory 3 hours.

201, 202b *ANALYTICAL CHEMISTRY*

Chemical equilibria, methods of detection, identification, and separation of ions, complex formation, stoichiometry, volumetric and gravimetric techniques, statistical treatment of errors, selected instrumental procedures. Lecture 2 hours; laboratory 6 hours. Prerequisite: Chemistry 101, 102.

301, 302 *ORGANIC CHEMISTRY*

Aliphatic and aromatic carbon compounds with emphasis on methods of synthesis, reaction mechanisms, and structural theory. Laboratory experiments selected to develop skill in fundamental laboratory techniques and to illustrate the more important synthetic methods of preparation. Lecture 3 hours; laboratory 3 hours. Prerequisite: Chemistry 101, 102.

311b *SPECIAL TOPICS IN INORGANIC CHEMISTRY*

Lectures and seminars on the periodic classification of the elements and the correlation of structures and properties of chemical species. Atomic and molecular structure, chemical bonding, modern acid-base theory, inorganic nomenclature; coordination complexes, metal carbonyls, etc. Laboratory work in inorganic syntheses. Lecture 2 hours; Prerequisite: Chemistry 101, 102.

312b *SPECIAL TOPICS IN ADVANCED ANALYTICAL CHEMISTRY*

An introduction to such instrumental methods of analysis as electrometric pH measurement, conductometric and electrometric titration, polarography, colorimetry, and spectrophotometry in theory and laboratory applications. Lecture 1 hour; laboratory 6 hours. Prerequisite: Chemistry 201, 202.

331, 332 *JUNIOR SEMINAR*

401, 402 *PHYSICAL CHEMISTRY*

The principles of theoretical chemistry in the solution of numerical exercises. Studies of the three states of matter, elementary thermodynamics, colloids, solutions, homogeneous and heterogeneous equilibria, reaction kinetics, atomic structure, and electrochemistry. Variety of physio-chemical apparatus to illustrate theoretical concepts. Lecture 3 hours; laboratory 3 hours. Prerequisite: consent of instructor.

411b *SPECIAL TOPICS IN ADVANCED ORGANIC CHEMISTRY*

Lectures or seminars concerned with such topics as resonance theory, reaction-mechanisms, molecular rearrangements, free radicals, stereoisomerism, etc. The use of the chemical library, research techniques, and organic syntheses. Lecture 2 hours; laboratory 3 hours. Prerequisite: Chemistry 301, 302.

421a *SPECIAL TOPICS IN QUALITATIVE ORGANIC ANALYSIS*

The identification and characterization of organic compounds, typical reactions used in the synthesis and proof of structure of organic compounds, and the qualitative detection of various functional groups. Lecture 1 hour; laboratory 6 hours. Prerequisite: Chemistry 301, 302.

422b *SPECIAL TOPICS IN ADVANCED PHYSICAL CHEMISTRY*

Lectures or seminars concerned with such topics as thermodynamics, solutions and phase equilibria, nuclear chemistry, particles and waves, the structure of matter, chemical statistics, chemical kinetics, surface chemistry, photochemistry. The use of the chemical library and various physio-chemical research techniques. Lecture 2 hours; laboratory 3 hours. Prerequisite: Consent of instructor.

431, 432 *SENIOR SEMINAR*

Physics

Requirements for a Major: (a) Physics 201, 202, 311, 312, 341, 342, 352, 401, 402, 421, 422, 431, 432; (b) Mathematics 201 and 202. An entering freshman intending to major in Physics will take Chemistry 101, 102 the first year, Physics 201, 202, and Mathematics 201 and 202 the sophomore year.

101, 102 *INTRODUCTION TO PHYSICAL SCIENCE*

A study of the discovery and growth of basic physical theories from Galileo to the present. The meaning of science and scientific method. Lecture 3 hours; laboratory 3 hours.

201, 202 *ELEMENTARY PHYSICS*

The concepts and theories of classical physics on an elementary level, including topics of mechanics, wave motion, sound, heat, optics, and electricity and magnetism. Lecture 3 hours; laboratory 3 hours. Prerequisite: Mathematics 200.

301 *ELEMENTARY MODERN PHYSICS*

Basic topics of atomic and nuclear physics, generally from a descriptive point of view. Lecture 3 hours; laboratory 3 hours. Prerequisite: Physics 201, 202.

311 *CLASSICAL THEORETICAL MECHANICS*

The dynamics of particles, systems of particles and rigid bodies. Vector methods. Lecture 3 hours. Prerequisite: Physics 201, 202. Lecture 3 hours; Laboratory 3 hours.

312 *ELECTRICITY AND MAGNETISM*

Principles of magnetism, static and dynamic electricity. Vector methods. Lecture 3 hours. Prerequisite: Physics 202, 202. Lecture 3 hours; Laboratory 3 hours.

321, 322 *ADVANCED LABORATORY AND TECHNIQUES*

A series of intermediate-level experiments drawn from classical physics chosen by each student with the consent of the instructor. Instruction in such laboratory techniques as machine work, glass blowing, and electronics. Laboratory 6 hours.

331, 332 *JUNIOR SEMINAR*

341a *ASTRONOMY*

Descriptive astronomy of the solar system, the galaxy, and the universe. Lecture 3 hours; Laboratory 3 hours.

342a *ELECTRONICS*

Theory and application of electronic devices. Lecture 3 hours. Prerequisite: Physics 201, 202. Lecture 3 hours; Laboratory 3 hours.

401, 402 *MODERN PHYSICAL THEORIES*

Atomic and nuclear processes and theories. Lecture 3 hours. Prerequisite: Physics 341, 342. Lecture 3 hours; Laboratory 3 hours.

411b *THERMODYNAMICS*

Generalization of the ideas of work, heat, energy. Mathematics of thermodynamics. Lecture 3 hours. Prerequisite: Physics 201, 202. Lecture 3 hours; Laboratory 3 hours.

412b *OPTICS*

Geometrical optics and lens aberrations, interference diffraction, and polarization. Lecture 3 hours. Prerequisite: Physics 201, 202. Lecture 3 hours; Laboratory 3 hours.

421, 422 *ADVANCED LABORATORY*

A series of more advanced experiments drawn from atomic and nuclear physics chosen by each student with the consent of the instructor. Laboratory 6 hours. Prerequisite: Physics 311, 312. Lecture 3 hours; Laboratory 3 hours.

431, 432 *SENIOR SEMINAR*

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